

# **Classics: Classical Civilisation**

Advanced Subsidiary GCE

Unit **F383**: Roman Society and Thought

## **Mark Scheme for June 2013**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## 1. Annotations

Annotation	Meaning
✓	worthy of credit
F	errors of fact
S(p)	misspellings
P	errors of punctuation
E	errors of grammar and expression
^	omissions
R	irrelevant material;
?/!	improbable or confused statements
Rep	conspicuous repetition
L?	illegible words
.....	Highlight

Question			Answer	Marks	Guidance	
					Content	Levels of response
1	(a)		<p><b>Briefly describe the people who were guests at Trimalchio's dinner.</b></p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• Encolpius;-narrator</li> <li>• Agamemnon – a teacher of rhetoric;</li> <li>• Diogenes – a friend of Trimalchio;</li> <li>• Echion – a “rag and bone man”;</li> <li>• Habinnas – monumental mason. An important man at Puteoli;</li> <li>• Hermeros – he appears to be sitting next to Encolpius. He argues with Ascyltus;</li> <li>• Niceros – he tells the story of the werewolf;</li> <li>• Scintilla – a woman and friend of Fortunata;</li> <li>• Ascyltus – companion to Encolpius;</li> <li>• Giton – a free man playing the part of a slave.</li> <li>• Seleucus-misogynist</li> <li>• Phileros-defends</li> </ul> <p>Not Chysanthus (dead); not named slaves; not Trimalchio.</p>	10	<ul style="list-style-type: none"> <li>• Expect a range with at least one supporting detail.</li> <li>• Accept reference that many are freedmen and credit knowledge of social context.</li> <li>• Accept Fortunata</li> </ul>	<p><b>AO1 = 10</b></p> <p>Level 5 9–10</p> <p>Level 4 7–8</p> <p>Level 3 5–6</p> <p>Level 2 2–4</p> <p>Level 1 0–1</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
	(b)		<p><b>How does Petronius make this passage humorous? In your answer you should refer to what the characters do and say and Petronius' use of language.</b></p> <p>Answers might include:</p> <p>Actions:</p> <ul style="list-style-type: none"> <li>the over reaction of Ascyltus by falling in the fish pond – slapstick;</li> <li>Encolpius falling in when trying to help his friend – slapstick;</li> <li>the actions of the hall porter;</li> <li>Trimalchio murdering the songs of Menecrates;</li> <li>picking up rings with hands tied behind their backs and other drunken antics;</li> <li>bizarre references – not getting out the same way as they came in.</li> </ul> <p>The language here is one of noise and confusion. Reference to language might include:</p> <ul style="list-style-type: none"> <li>detailed descriptions of the effect of drink – throwing off clothes; open mouth gaping;</li> <li>hyperbole – simple fishpond described as watery trap;</li> <li>sounds – murdering, acoustics, roaring.</li> </ul>	20	<ul style="list-style-type: none"> <li>Expect some reference to language.</li> <li>Credit allusions from book 6 of the Aeneid.</li> <li>Credit parody of Nero's singing.</li> <li>Question says what they do and what they say.</li> </ul>	<p><b>AO1 = 10</b></p> <p>Level 5 9–10</p> <p>Level 4 7–8</p> <p>Level 3 5–6</p> <p>Level 2 2–4</p> <p>Level 1 0–1</p> <p><b>AO2 = 10</b></p> <p>Level 5 9–10</p> <p>Level 4 7–8</p> <p>Level 3 5–6</p> <p>Level 2 2–4</p> <p>Level 1 0–1</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
	(c)		<p><b>How far do you agree that the narrator Encolpius is essential to the success of <i>Dinner with Trimalchio</i>? In your answer you should include reference to this passage and the rest of <i>Dinner with Trimalchio</i>.</b></p> <p>Answers might include:</p> <p>Essential:</p> <ul style="list-style-type: none"> <li>• his comments are amusing;</li> <li>• he directs our attention;</li> <li>• he provides explanation for events;</li> <li>• first person narrative makes the account more immediate/dramatic;</li> <li>• allows for Petronius to voice his comments on nouveaux riches and freedmen;</li> <li>• Petronius can keep a distance from the criticism he is levelling.</li> </ul> <p>On the other hand:</p> <ul style="list-style-type: none"> <li>• Many of the events are humorous in themselves and do not need a narrator – gutting the pig is dramatic.</li> <li>• The werewolf story does not need Encolpius.</li> <li>• He is biased against Trimalchio and influences the audience.</li> </ul> <p>Candidates should make specific reference to the passage.</p>	25	<ul style="list-style-type: none"> <li>• Candidates may come to any reasoned conclusion.</li> <li>• Candidates may mention the narrator in the modern equivalent 'Come Dine with Me'.</li> </ul>	<p><b>AO1 = 10</b></p> <p>Level 5 9–10</p> <p>Level 4 7–8</p> <p>Level 3 5–6</p> <p>Level 2 2–4</p> <p>Level 1 0–1</p> <p><b>AO2 = 15</b></p> <p>Level 5 14–15</p> <p>Level 4 10–13</p> <p>Level 3 6–9</p> <p>Level 2 3–5</p> <p>Level 1 0–2</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
2	(a)		<p><b>Explain who Crispinus was.</b></p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• appears in Satire 1 (hence reference to “again”);</li> <li>• a former fishmonger who made a fortune trading in expensive fish;</li> <li>• from Egypt/Alexandrian – probably a Roman Egyptian/Roman living in Egypt;</li> <li>• ‘Delta-bred house slave’;</li> <li>• silt washed down by the Nile;</li> <li>• now wears Tyrian purple;</li> <li>• wears a thin gold ring—indicating that he is a knight;</li> <li>• made knight/<i>eques</i> by Domitian;</li> <li>• <i>possibly</i> Domitian’s “buffoon”;</li> <li>• is on Domitian’s council ;</li> <li>• he may have slept with a Vestal virgin.</li> </ul>	10		<p><b>AO1 = 10</b></p> <p>Level 5 9–10</p> <p>Level 4 7–8</p> <p>Level 3 5–6</p> <p>Level 2 2–4</p> <p>Level 1 0–1</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
	(b)		<p><b>How does Juvenal show his dislike for Crispinus in the passage? In your answer you should include discussion of what Juvenal says and how he says it.</b></p> <p>Answers might include:</p> <p>Juvenal makes his hatred plain</p> <ul style="list-style-type: none"> <li>• he regards Crispinus as a monster and sick voluptuary;</li> <li>• he exaggerates (hyperbole) – cave-like sedan, mile long colonnades, countless mansions;</li> <li>• he makes insulting allusions – papyrus as a loin cloth;</li> <li>• his lists Crispinus' sensational crimes – seducer, sacrilegious, legacy hunting;</li> <li>• eclipses all charges in foulness;</li> <li>• uses the apostrophe <i>you</i>, and 'Crispinus';</li> <li>• emphasises his outrage – he is astounded at the price paid for a fish;</li> <li>• the contrast with the gourmet Apicius.</li> </ul>	20	<ul style="list-style-type: none"> <li>• Expect some reference to language.</li> <li>• A summary of the passage should not form the focus of the answer.</li> </ul>	<p><b>AO1 = 10</b></p> <p>Level 5 9–10</p> <p>Level 4 7–8</p> <p>Level 3 5–6</p> <p>Level 2 2–4</p> <p>Level 1 0–1</p> <p><b>AO2 = 10</b></p> <p>Level 5 9–10</p> <p>Level 4 7–8</p> <p>Level 3 5–6</p> <p>Level 2 2–4</p> <p>Level 1 0–1</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
	(c)		<p><b>‘Juvenal is at his best when he writes with anger.’ How far do you agree with this statement? In your answer you should refer to the rest of Satire 4 and other satires of Juvenal which you have read.</b></p> <p>Answers might include:</p> <p>From Satire 4:</p> <p>Juvenal is not always bitter and can use a mocking tone. His mock epic style in Satire 4 can be more effective in getting his criticism of Domitian across to the audience.</p> <p>Elsewhere:</p> <p>Juvenal is at his best when writing with extreme emotion:</p> <ul style="list-style-type: none"> <li>• he feels passionate about the state of Roman society;</li> <li>• invective against Greeks (Sat. 3);</li> <li>• outrage at the state of housing (Sat. 3);</li> <li>• women not behaving as society expects (Sat. 1);</li> <li>• his extreme language successfully paints a vivid picture of a range of characters.</li> </ul> <p>However some may feel:</p> <ul style="list-style-type: none"> <li>• that the constant invective loses its effect and becomes an angry rant.</li> </ul>	25	<ul style="list-style-type: none"> <li>• Candidates may come to any reasoned conclusion.</li> </ul>	<p><b>AO1 = 10</b></p> <p>Level 5 9–10</p> <p>Level 4 7–8</p> <p>Level 3 5–6</p> <p>Level 2 2–4</p> <p>Level 1 0–1</p> <p><b>AO2 = 15</b></p> <p>Level 5 14–15</p> <p>Level 4 10–13</p> <p>Level 3 6–9</p> <p>Level 2 3–5</p> <p>Level 1 0–2</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
3			<p><b>Who would have enjoyed being a guest at Trimalchio's dinner more – Horace or Pliny?</b> Answers might include:</p> <p><b>Evidence from Horace</b> enjoyed:</p> <ul style="list-style-type: none"> <li>seems to enjoy hearing about the disaster that was Nasidienus' dinner, he might have enjoyed hearing about the acrobat;</li> <li>he is the son of a freedman so would understand their concerns. He would empathise with the conversations of the freedmen.</li> </ul> <p><b>but</b></p> <ul style="list-style-type: none"> <li>he treats his slaves more kindly, he would not kill a slave;</li> <li>he advises against gluttony, the Zodiac dish/Boar would be excessive;</li> <li>he would miss powerful friends like Maecenas, all the guests are freedmen/not high ranking;</li> <li>he is not impressed by wealth, Trimalchio's silver toothpick might be too ostentatious.</li> </ul> <p><b>Evidence from Pliny</b> enjoyed:</p> <ul style="list-style-type: none"> <li>he certainly respects his own freedman Zosimus so may do the same for other guests;</li> <li>he gives the <i>impression</i> of equality – letter about the dinner he attended;</li> <li>he does respect his slaves and cares for them (but he might not go so far as to allow the slaves to sit with him);</li> </ul> <p><b>but</b></p> <ul style="list-style-type: none"> <li>the suggestion is that he does look down on ex-slaves as hinted at in his letter about Macedo, he would not have much in common with the troubles of the freedmen;</li> <li>he would not be appreciative of Trimalchio's lack of learning.</li> </ul>	45	<ul style="list-style-type: none"> <li>Candidates may come to any reasoned conclusion</li> </ul>	<p><b>AO1 = 20</b></p> <p>Level 5 18–20 Level 4 14–17 Level 3 9–13 Level 2 5–8 Level 1 0–4</p> <p><b>AO2 = 25</b></p> <p>Level 5 22–25 Level 4 17–21 Level 3 12–16 Level 2 6–11 Level 1 0–5</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
4			<p><b>In your opinion, did Roman satirists aim to entertain more than to educate?</b></p> <p>Opinions on the nature of Roman satire and its origins vary widely. Certainly there is the idea of educating and putting across a moral message but in an entertaining way.</p> <p>Answers might include:</p> <p><b>Evidence from Horace:</b></p> <ul style="list-style-type: none"> <li>• Horace is the smiling satirist – he offers kindly advice and warns the audience not to be like Avidienus or not to eat peacock because it is fashionable;</li> <li>• his story of town mouse and country mouse entertains but also educates as well;</li> <li>• Horace's use of examples seems as if he is educating;</li> <li>• Horace offers an alternative.</li> </ul> <p><b>Evidence from Petronius</b></p> <ul style="list-style-type: none"> <li>• certainly entertains but it is difficult to see a moral message behind the narrative;</li> <li>• reference to freedmen and the nouveaux riches is criticism but Petronius does not seem to take it further.</li> </ul> <p><b>Evidence from Juvenal</b></p> <ul style="list-style-type: none"> <li>• Juvenal entertains with his exaggerated descriptions of characters; his anger entertains/does not entertain;</li> <li>• he is passionate about what is happening to Roman society but it is debatable whether he is educating or just complaining;</li> <li>• Juvenal may be seen as educating through advice to leave Rome.</li> </ul>	45	<ul style="list-style-type: none"> <li>• Pliny is not a satirist.</li> <li>• Expect a range of references drawn from all authors although an equal balance is not required.</li> <li>• Candidates may offer discussion of Rudd's triangle which should be credited.</li> </ul>	<p><b>AO1 = 20</b></p> <p>Level 5 18–20</p> <p>Level 4 14–17</p> <p>Level 3 9–13</p> <p>Level 2 5–8</p> <p>Level 1 0–4</p> <p><b>AO2 = 25</b></p> <p>Level 5 22–25</p> <p>Level 4 17–21</p> <p>Level 3 12–16</p> <p>Level 2 6–11</p> <p>Level 1 0–5</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
5			<p><b>'The Romans were more interested in money than philosophy.' To what extent have you found this statement to be true?</b></p> <p>Answers might include:</p> <p><b>Knowledge of Roman Society:</b></p> <ul style="list-style-type: none"> <li>• details of property qualifications for different classes;</li> <li>• knowledge of the <i>dole/sportula</i>;</li> <li>• explanation of Stoicism;</li> <li>• explanation of Epicureanism (not Epicures).</li> </ul> <p><b>Evidence from Horace:</b></p> <ul style="list-style-type: none"> <li>• says you should not heap up wealth;</li> <li>• he claims to want a simple life and simple food;</li> <li>• philosophy of Ofellus is admired;</li> <li>• candidates may make reference to Epicureanism.</li> </ul> <p><b>Evidence from Petronius:</b></p> <ul style="list-style-type: none"> <li>• Trimalchio claims never to have heard a philosopher;</li> <li>• he shows 'filthy ostentation';</li> <li>• money is important to him;</li> <li>• he represents the nouveaux riches for whom money is important as it gives them status.</li> </ul> <p><b>Evidence from Juvenal:</b></p> <ul style="list-style-type: none"> <li>• Juvenal Satire 3 indicates that Umbricius cannot earn a decent living but he appears jealous of those who have money;</li> <li>• money and lack of money seem to feature in his satires – Cordus, the expense of litigation, abuse of the daily handout.</li> </ul> <p><b>Evidence from Pliny:</b></p> <ul style="list-style-type: none"> <li>• is definitely an admirer of Stoicism and writes detailed letters of followers he admires – Arria, Rufus.</li> </ul>	45	<p>Credit (though do not expect) knowledge of monetary system or cost of items.</p> <p>Knowledge of Pliny's status in society should be credited.</p>	<p><b>AO1 = 20</b></p> <p>Level 5 18–20</p> <p>Level 4 14–17</p> <p>Level 3 9–13</p> <p>Level 2 5–8</p> <p>Level 1 0–4</p> <p><b>AO2 = 25</b></p> <p>Level 5 22–25</p> <p>Level 4 17–21</p> <p>Level 3 12–16</p> <p>Level 2 6–11</p> <p>Level 1 0–5</p>

## APPENDIX 1

	AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.		AO2(a): Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate. AO2(b): Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.		
Level 5	9-10	18-20	9-10	14-15	22-25
	<ul style="list-style-type: none"> <li>• A very good collection/range of detailed factual knowledge;</li> <li>• Fully relevant to the question;</li> <li>• Well-supported with evidence and reference where required;</li> <li>• Displays a very good understanding/awareness of context, as appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>• Thorough analysis of evidence/issues;</li> <li>• Perceptive evaluation with very thoughtful engagement with sources/task;</li> <li>• Very well structured response with clear and developed argument;</li> <li>• Fluent and very effective communication of ideas;</li> <li>• Very accurately written with effective use of specialist vocabulary/terms.</li> </ul>		
Level 4	7-8	14-17	7-8	10-13	17-21
	<ul style="list-style-type: none"> <li>• A good collection/range of detailed factual knowledge;</li> <li>• Mostly relevant to the question;</li> <li>• Mostly supported with evidence and reference where required;</li> <li>• Displays a good understanding/awareness of context, as appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>• Good analysis of evidence/issues;</li> <li>• Sound evaluation with thoughtful engagement with sources/task;</li> <li>• Well structured response with clear argument;</li> <li>• Mostly fluent and effective communication of ideas;</li> <li>• Accurately written with use of specialist vocabulary/terms.</li> </ul>		
Level 3	5-6	9-13	5-6	6-9	12-16
	<ul style="list-style-type: none"> <li>• A collection/range of basic factual knowledge;</li> <li>• Partially relevant to the question;</li> <li>• Partially supported with evidence and reference where required;</li> <li>• Displays some understanding/awareness of context, as appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>• Some analysis of evidence/issues;</li> <li>• Some evaluation with some engagement with sources/task;</li> <li>• Structured response with some underdeveloped argument;</li> <li>• Generally effective communication of ideas;</li> <li>• Generally accurately written with some use of specialist vocabulary/terms.</li> </ul>		
Level 2	2-4	5-8	2-4	3-5	6-11
	<ul style="list-style-type: none"> <li>• Limited factual knowledge;</li> <li>• Occasionally relevant to the question;</li> <li>• Occasionally supported with evidence;</li> <li>• Displays limited understanding/awareness of context, as appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>• Occasional analysis of evidence/issues;</li> <li>• Limited evaluation or engagement with sources/task;</li> <li>• Poorly structured response with little or no argument;</li> <li>• Occasionally effective communication of ideas;</li> <li>• Occasionally accurately written with some recognisable specialist vocabulary/terms.</li> </ul>		
Level 1	0-1	0-4	0-1	0-2	0-5
	<ul style="list-style-type: none"> <li>• Little or no factual knowledge;</li> <li>• Rarely relevant to the question;</li> <li>• Minimal or no supporting evidence;</li> <li>• Displays minimal or no understanding/awareness of context, as appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>• Very superficial analysis of evidence/issues;</li> <li>• Little or no evaluation or engagement with sources/task;</li> <li>• Very poorly structured or unstructured response;</li> <li>• Little or no effective communication of ideas.</li> <li>• Little or no accuracy in the writing or recognisable specialist vocabulary/terms.</li> </ul>		

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